



**EAST
STROUDSBURG
UNIVERSITY**

COMMENCEMENT

Graduate Studies

Friday, May 3, 2024

Koehler Fieldhouse

A Member of Pennsylvania's State System of Higher Education

East Stroudsburg University Commencement

Welcome to East Stroudsburg University's Commencement celebration for our graduates. Congratulations to our students who have completed their academic programs, and to their family and friends who have supported them on this journey.

Academic Procession

An usher will lead the faculty followed by the graduating students. Candidates are placed according to the degree to be conferred, and each group is preceded by a commencement marshal. Once all are seated the grand marshal leads the platform participants and the president.

Academic Attire

The tradition of academic costume began in the medieval universities of Europe where gowns were everyday dress, providing for their wearers not only distinction but, quite possibly, warmth during long hours of study in poorly heated buildings.

Today, academic attire is seen on American campuses only at formal affairs such as commencement, Founder's Day, dedications and inaugural ceremonies. In 1895, an Academic Costume Code was established, and has since been adopted by most of our colleges and universities. When the code is followed, one can identify the degree which the wearer holds, the university that awarded it, and the course of study it represents. The distinguishing features are the cut of the gown, the length and colors of the hood, and the color of the tassel on the cap.

The bachelor's and master's gowns are generally made of plain black cotton without trim, while the gown for the doctor's degree is faced with black or colored velvet and has three bars of the same material across the sleeves. The bachelor's gown has long open sleeves, the master's gown has longer closed sleeves with arm slits at the elbow, and the doctor's gown has bell-shaped sleeves extending to the wrist.

The hoods can be distinguished by both the length and color. The bachelor's hood measures three feet, the master's, three and one-half, and the doctor's, four. The color of the velvet edging, which is wider for degrees higher than the bachelor's, indicates the subject area to which the degree pertains. In addition to the colored edging, the hood shows in its lining the official color or colors of the institution which awarded the degree. The hood is worn such that a large part of the lining is visible.

The black mortarboard cap with tassel is worn with each type of gown. Those holding the doctorate wear gold tassels, while holders of the bachelor's and master's degrees generally wear a black tassel, although in recent years it has often been customary to wear the colored tassel symbolizing, like the hood, the subject area of the wearer's degree.

In nearly every academic procession, a few costumes may be seen which do not conform to the standard patterns described above. Gold braid is frequently added to the gowns of academic administrators, and most faculties include several members who hold degrees from foreign universities, some of which prescribe very colorful attire.

The following colors are associated with the various faculties. It is mandatory that they be used on hoods and optional that they be on the tassels and the velvet used with the doctor's gowns.

Faculty.....	Color
Agriculture.....	Maize
Arts, Letters, Humanities	White
Commerce, Accountancy, Business	Drab
Dentistry	Lilac
Economics	Copper
Education.....	Light Blue
Engineering	Orange
Fine Arts, including Architecture	Brown
Forestry	Russet
Journalism	Crimson
Law	Purple
Library Science	Lemon
Medicine.....	Green
Music.....	Pink
Nursing	Apricot

Faculty.....	Color
Optometry.....	Sea Foam Green
Oratory (Speech)	Silver Gray
Pharmacy.....	Olive Green
Philosophy	Dark Blue
Physical Education	Sage Green
Podiatry-Chiropractic	Nile Green
Public Administration including Foreign Service	Peacock Blue
Public Health	Salmon Pink
Science	Golden Yellow
Social Science	Cream
Social Work.....	Citron
Theology.....	Scarlet
Veterinary Service	Gray

The Presidential Medallion

The medallion, or pectoral, has long been a symbol of the rights, authority, and power of kings and queens. At the inception of the university around the year 1000 A.D., and to this day in many European institutions, the reigning monarch still functions as the chancellor of the institution, its chief executive holding appointment as vice chancellor. With the establishment of the academy independent of the crown, the royal medallion has been retained as a symbol of the responsibilities and authority vested in the office of the president of the university by the state.



The East Stroudsburg University medallion was commissioned by the Student Activity Association in 1969, and first used by President Frank D. Sills at his inauguration. It was designed by Dr. Irene Mitchel, professor of art at East Stroudsburg University, and struck by Mr. Leslie Smith, an Allentown, Pa., craftsman. The chain of the pectoral was designed and crafted by Mr. Richard E. Phillips of East Stroudsburg, Pa.

The medallion has, on its obverse, the seal of the university. The seal is surrounded by the torch and the mace representing the light of learning and the authority of the university. These two symbols are superimposed on an abstract rendition of the Delaware Water Gap, so much a part of the geography of the region. On either side of the seal are representations of the original Stroud Hall (1893) and the current Koehler Fieldhouse (1967). Below the seal are the extended rays representing the fourteen institutions of the Pennsylvania State System of Higher Education.

The University Mace

The mace was originally a weapon of hand-to-hand combat in medieval times. With the advent of firearms, such a weapon became archaic and was adopted to symbolize the power and authority of kings and queens. Early in the history of the academy, the mace was borrowed from royalty and utilized to symbolize the authority of the institution given to it by the kings and queens and hence, the state, to grant baccalaureate and advanced degrees so specified. The mace is used at all official university functions of an academic nature.

The original East Stroudsburg University mace was commissioned by the ESU Alumni Association for the inauguration of President Frank D. Sills in 1969. It was designed and created by Mr. Richard E. Phillips, a local Pocono artisan. The redesigned mace, incorporating many features of the original mace and symbolizing the achievement of university status by East Stroudsburg State College, was commissioned by the University Commencement Committee in 1987. Mr. Phillips was again requested to modify the mace to reflect the transition from college to university, and Cherry Valley artisan Abby Porter completed the silver work. The current mace is made of cherry and is approximately 38 inches long. The mace has overlays made of hemlock, dating from 1893 from the original Stroud Hall. The black and red coloring represents the school colors.

The octagonal head of the mace represents the disciplines of the traditional academy, and four disciplines of contemporary higher education: science, arts, humanities, and philosophy. Surrounding the head are silver hands bearing the names and dates of the five precursor institutions. The handle is inset in silver with black onyx and red carnelian. The university seal crowns the mace.





Kenneth Long
President

Kenneth Long was appointed president of East Stroudsburg University of Pennsylvania by the Board of Governors for Pennsylvania's State System of Higher Education, effective November 2, 2022, after serving more than two years as the interim president. Long brings more than 35 years of progressive experience in higher education to the position. Prior to the interim appointment, which began July 31, 2020, Long served as the University's chief administrative, financial, and operations officer. Among his many accomplishments at ESU, he has been responsible for: stabilizing the University's financial condition; increasing the University cash reserves and reducing capital debt; lowering costs and increasing availability and access to student health services by partnering with a regional medical center; initiating the University's first academic space utilization study; enhanced campus accessibility; coordinated the development of an athletic master plan and upgrading athletic facilities, including adding air conditioning and a generator in Koehler Fieldhouse, painting and branding Eiler-Martin Stadium, replacing the turf for all outdoor sports, and partnering

with the local municipality and little league for baseball and softball facilities; coordinating the construction of a new student housing building which included new counseling and testing centers and the offices of the Dean of Student, Student Conduct, Accessibility Services and Title IX; and facilitated the land development plans for a new student center.

Prior to joining ESU, Long held leadership positions at two other Pennsylvania State System institutions, Kutztown and Cheyney universities. He served five years as assistant vice president of administration and finance at Kutztown University and during that time he worked six months as interim vice president for finance and administration at Cheyney University, in a loaned executive capacity. Long has served on a number of taskforces, committees and workgroups over his 14 years in the State System, including: Tuition Alignment Committee, System Appropriation Funding Review Committee, State of PA 529 Advisory Board, co-chaired the State System Budget and ESU Sports Alignment Taskforces, and Kutztown University General Education Committee.

Prior to coming to the Pennsylvania State System, Long held multiple leadership positions at the University of Toledo and University of Toledo Physician Practice Group and played an instrumental role in the merger of the University of Toledo with the Medical University of Ohio. Long started his career in higher education at DeVry University – New Jersey where he worked for 18 years beginning as an assistant director of the office of student accounts and working his way to the chief administrative and financial position of the New Jersey campus. As one the most senior administrative and financial officers in the northeast region, Long assisted with the opening and staffing of DeVry locations in New York, Florida, Pennsylvania and Virginia.

Long earned his bachelor's degree in math and political science from Drew University in Madison, N.J., and an M.B.A. from Monmouth University in West Long Branch, N.J. He has experience teaching college courses in business administration, financial accounting, and managerial accounting and statistics, and during his career has made numerous presentations at regional and national meetings and conferences. In 2013, Long was selected to serve on the Board of Directors for the Eastern Association of College and University Business Officers (EACUBO) and in 2017 he was selected as the association's treasurer, which he served until 2022.

Since being appointed into the University's chief executive role in 2020, President Long has been recognized by the Governor's Advisory Commission on Latin Affairs, the Monroe County NAACP, the Pocono Mountains United Way, and the Monroe County Chamber of Commerce. While serving as interim president, he was selected to serve as the chairperson of the PASSHE Freedom of Speech and Title VI Task Group. Presently, President Long serves as the Presidential Liaison for the PASSHE Board of Governor's Governance Committee and the Presidential Lead on the PASSHE Enrollment Management Playbook Task Force.

Long is married to Evelyn and has three daughters, Alysha, Peyton, and Taylor.



***Susan Dillmuth-Miller, Au.D., CCC-A, FAAA, Grand Marshal
University Senate President***

Dr. Susan Dillmuth-Miller is an associate professor in the Department of Communication Sciences and Disorders. She is ESU's clinic audiologist and manages the on-campus audiology clinic. She serves as the president of the University Senate.

Dr. Miller teaches both undergraduate and graduate courses. She has presented internationally on the effects of rheumatic disease and hearing manifestations and has published articles pertaining to educational audiology. Scholarly endeavors include examining knowledge and attitudes of excessive noise levels and hearing protection in young adults and concussion and audiological characteristics. She advises the ESU Sign Language Club.



***Irakli Kakauridze M'18 D.H.Sc.'24
Graduate Student Commencement Speaker***

Irakli Kakauridze, a doctorate of health sciences candidate from Howell, N.J., was selected from a pool of student speaker candidates to serve as the graduate student speaker for tonight's commencement ceremony.

Kakauridze is a public health professional with over six years of experience. He is currently the hub director at Partners in Prevention of Hudson County. Irakli oversees the implementation and evaluation of evidence-based mental health programs for the youth of Hudson County.

He completed his bachelor's degree at Springfield College, and pursued his master's and doctorate at ESU. After graduation, Irakli plans to celebrate with those closest to him, with a goal to pursue a career in higher education and become the CEO of a non-profit.



***Kerri Green M'97 Ed.D. '20
Keynote Speaker***

Kerri J. Green, Ed.D., M.S., is the director, Healthcare Career Development for Lehigh Valley Health Network; instructor, Doctorate of Health Sciences program, East Stroudsburg University; assistant professor, University of South Florida Health Morsani College of Medicine-Lehigh Valley; and serves as board vice chair of the Eastcentral Pennsylvania Area Health Education Center and as the Lehigh Valley community member for the Institutional Review Board of Muhlenberg College.

Dr. Green holds a Bachelor of Science from Penn State University, a Master of Science from East Stroudsburg University, a Master of Education from DeSales University, a Doctorate in Educational Leadership and Administration from East Stroudsburg University, and completed a fellowship with The Rider-Pool Foundation's Collective Impact Fellowship Program.

Program

PRELUDE: Fanfare and Celebration March, Yo Goto.....	<i>Music from My Neighbor Totoro, Joe Hisaishi, arr. Hiroki Takasashi</i>
PROCESSIONAL: Procession of the Nobles*	<i>Mlada, Nikolai Rimsky-Korsakov, arr. Brian Hodge</i>
Greetings	Kenneth Long <i>President</i>
NATIONAL ANTHEM: The Presentation of the Colors.....	ESU ROTC
Singing led by	Rania Tabarez <i>ESU Senior</i>
Performed by	East Stroudsburg University Ceremonial Band <i>Brian Hodge, Director</i>
Greetings from the Council of Trustees	Thomas J. Grayuski '84
Graduate Student Commencement Address.....	Irakli Kakauridze M'18 D.H.Sc.'24
Commencement Address	Kerri Green M'97 Ed.D. '20 <i>Director, Healthcare Career Development, Lehigh Valley Health Network</i>
Presentation of Candidates and Conferring of Degrees	Margaret J. Ball, D.M.A. <i>Provost and Vice President for Academic Affairs</i>
Underscore: Selected Piano Works of Claude Debussy.....	Brian Hodge
Greetings from the Alumni.....	Danica Marsh Hartenfels '97 <i>President, East Stroudsburg University Alumni Board</i>
Singing of Alma Mater* (lyrics on last page)	Rania Tabarez <i>ESU Senior</i>
RECESSIONAL: Great Gate of Kiev+	<i>Mussorgsky/arr. Sohei Kano</i>

* Please stand for Processional and Alma Mater.

+ Please remain seated for Recessional.

Thank you to the following participants in this evening's ceremony:

Reader: Shawn Watkins, Associate Professor and Department Chair of Reading

Sign language interpreters: Sandy Shaika and Caitlin Lysogorski

Please turn off cell phones during the Commencement Ceremony. Thank you.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Edward J. Arner**

B.S., East Stroudsburg University of Pennsylvania, 2006

M.S., East Stroudsburg University of Pennsylvania, 2009

Dissertation: Alumni Perception of Industry Engagement: An Action Research Study on Student Satisfaction and Occupational Preparedness in Sport Management Experiential Learning Curriculum

Chair: Dr. Gene White

Edward J. Arner's career blends practical workplace knowledge with a non-traditional approach to education, bridging the sports industry and academia. Through teaching incarcerated youth to lecturing on sociology, history, and leadership in sports, his passion for education and mentoring drives his ambitions. Currently in his 10th year as an educator at ESU, Edward teaches in the sport management department and focuses his research on curriculum development, teacher-student relationships in the education process, and leadership theory. Outside of academia, Edward boasts 20 years of experience in various successful athletic and recreation programs, as well as practice in managing both large corporations and small businesses. As a coach, Dr. Arner prioritizes helping student-athletes reach their career goals while emphasizing their role in an ever-growing diverse community. His mission, both in teaching and coaching, is to empower individuals to excel and find their voice in their chosen paths.

Dissertation Abstract: The purpose of this study was to examine sport management experiential learning curriculum and how sport industry exposure (such as applied coursework, practicums, field trips, guest lectures, industry networking events, and other immersive/educational experiences) aligns with student satisfaction and occupational preparedness. Qualitative data was collected to examine alumni's perceived occupational preparedness and satisfaction with the experiential learning curriculum in East Stroudsburg University's (ESU) sport management program. Alumni from the university were interviewed about their education and exposure to the sport industry while enrolled at the university.

Using Daniel Funk's Sport Experience Design Model (2017) as a conceptual framework, the analysis uncovered five emergent themes: 1) combining a passion for sport with business concepts, 2) hands-on learning and networking, 3) real-world application and transferable skills, 4) alignment with industry expectation, and 5) extracurricular engagement. These themes serve as a basis for understanding the influence of industry exposure on perceived student satisfaction and occupational preparedness. Upon completing this action research study, the emergent themes collectively depict the landscape of experiential learning within the sport management program and guide future inquiry and development.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Tara Ann Bruza**

B.A., Wilkes University, 2000
M.A., University of Phoenix, 2007
M.A., King's College, 2008
M.A., King's College, 2011

Dissertation: English Language Development Teacher Experiences of Teaching English Learners

Chair: Dr. Beth Rajan Sockman

Education is a passion of Tara Ann Bruza, who has spent more than two decades dedicated to serving students and school communities. After graduating from Wilkes University in Wilkes-Barre, Pa. with a bachelor's degree in psychology, elementary education, and early childhood education, she trekked across the country to teach second grade in sunny Las Vegas, Nevada. During her time in Nevada, she obtained a master's degree in education for school administration and leadership at The University of Phoenix in North Las Vegas. Life ultimately led her back to her hometown in Pennsylvania where I completed two additional master's degrees at King's College in Wilkes-Barre, one in reading and one in curriculum and instruction with a certification in teaching English as a Second Language. She is not sure what lies ahead after completion of her doctorate, but she is sure that it will be a continuation in her love of teaching and learning.

She is currently employed by the Luzerne Intermediate Unit as an instructional program coordinator, which includes working with 12 school districts in Luzerne and Wyoming counties to implement best practices in teaching and reading strategies as well as policies and procedures around gifted and English Language learners. In addition, she coordinates and manages the summer school credit recovery program.

When she is not continuing her education or working, she enjoys spending time with family, including the pups. She is sure that none of this would be possible without all of their continued love and support.

Dissertation Abstract: This phenomenological study delves into the lived experiences of ESL teachers in public schools across Pennsylvania, focusing on how their daily encounters influence teaching strategies and motivations for English Learners (ELs). The research engages eight ESL teachers through face-to-face semi-structured interviews, exploring autonomy, competence, and relatedness themes within the self-determination theory framework. Nine ESL-certified teachers and one emergency-certified ESL teacher from diverse Pennsylvania school districts participated, revealing insights into intrinsic motivations, collaboration challenges, and successes in managing diverse student needs.

The study highlights the significance of ongoing professional development to address challenges arising from the increasing EL population, emphasizing the role of intrinsic motivation in fostering positive classroom environments. Challenges identified include differing perceptions among mainstream teachers, collaboration struggles, and the necessity for common planning time. The study recommends investing in Professional Learning Communities and continuous professional development to enhance collaboration, ultimately creating a positive learning environment for ESL and mainstream teachers. The theoretical underpinnings of the Self-Determination Theory (SDT), focusing on autonomy, competence, and relatedness, shape the framework of this study. The research contributes to a deeper understanding of ESL teachers' nuanced experiences and provides insights for effective strategies and support systems.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Renée Lynn Stevens**

B.S., The University of Scranton, 2007

M.A.T., Marywood University, 2010

M.Ed., Kings College, 2012

Ms.Ed., The University of Scranton, 2014

Dissertation: Financial Predictors of Teacher Burnout

Chair: Dr. Diane Holben

Renée has been an educator since 2007. She taught high school mathematics in the Scranton School District. She also served as a high school assistant principal at East Stroudsburg High School North and principal of the East Stroudsburg Area Cyber Academy. Currently, Renée works as the principal of West Scranton High School. Renée grew up in Scranton, Pa. but currently lives in East Stroudsburg with her two dogs, Laila and Finn.

Dissertation Abstract: There is a nationwide teacher shortage plaguing the United States including Pennsylvania (Natanson, 2022; Tran & Smith, 2022). Teachers leave for a variety of reasons; some of the reasons include feelings of burnout and a lack of financial opportunities (Kim & Buric 2020; Nygaard, 2019; Skaalvik & Skaalvik, 2015). Pennsylvania K-12 Public Schools have been underfunded for years (APA, 2007), and studies conducted outside of Pennsylvania have linked a lack of school resources with teacher job dissatisfaction and feelings of burnout (Skaalvik & Skaalvik, 2015). This dissertation explored whether a relationship exists between the financial indicators of a school district and teacher perceptions of burnout in each of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment.

This study employed the Maslach Burnout Inventory-Educatory Survey to compare the levels of emotional exhaustion, depersonalization, and personal accomplishment in K-12 public school teachers in Pennsylvania. This study used preexisting, publicly available data to identify the relationship of the financial health of a school district with the perceived levels of burnout in each dimension. Up to 14.4% of the variance of emotional exhaustion, 7.5% of depersonalization, and 9% of personal accomplishment can be attributed to a combination of financial variables: aid ratio, property tax rates, and per pupil spending. This study is consistent with previous research that burnout is a multi-faceted phenomenon and no single cause of burnout can be identified. However, given that there are some financial implications of teacher burnout, Pennsylvania legislators should consider increasing school funding to adequate levels.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Megan Elisabeth Tiwold**

B.S.Ed., Kutztown University of Pennsylvania, 2017

M.Ed., Cedar Crest College, 2020

Dissertation: The Perceptions of Career Barriers and Support Strategies for Women Athletic Directors in Pennsylvania Public High Schools

Chair: Dr. Peng Zhang

Megan Tiwold is completing her seventh year as a biology and biomedical science teacher at Parkland High School. She leads the school's annual Earth Day celebration, organizes the planting of native species in school courtyards, and directs Parkland Biomedical Symposium events. Megan

is married to her high school sweetheart, Cody Kramer, and treasures his unwavering love, encouragement and support throughout the most wonderful years of her life! Her amazing family, including parents Joe and Lisa Tiwold and siblings Erin Wilson and Joe Tiwold, provided the foundational love and support she needed to grow into the strong, driven woman she is today. She encourages her nephew Luka Wilson, niece Morgan DeReamus and her future children to follow their dreams despite challenges they may face by finding love, strength and support from those who cherish them. She also wants them to enjoy their individual journey along the way!

Dissertation Abstract: The convergent mixed methods study highlighted the career demographics, barriers, and strategies for public high school athletic directors affiliated with the Pennsylvania Interscholastic Athletic Association. The purpose of the study was threefold: 1) understand the career profile of athletic directors; 2) explore the barriers women encounter in attaining and retaining athletic director positions; and 3) determine the strategies that can support career advancement for current and aspiring women athletic directors. A 20-question survey was emailed to all PIAA public high school ADs to determine their demographics (personal, educational, and career experiences). Next, women ADs were recruited via the survey to participate in three interview segments (personal, AD experiences, validity check).

Overall, PIAA women ADs were underrepresented (18.6%) but held similar entry credentials in coaching and educational degrees as their male counterparts. These findings highlighted women ADs encountered additional barriers to entering and retaining an athletic director position. Conceptual barriers manifested at different levels of perspective analysis (macro, meso, and micro) and were analyzed through the lens of Role Congruity Theory. Implicit biases, unsupportive organizational practices, and work-life conflict were reported barriers that have been previously stated in the literature. The study participants reported inconsistent onboarding and mentorship programs. This is contrary to other states' research studies. Strategies suggested to improve the representation of women ADs in high school include formalizing a mentorship program across PIAA-affiliated school districts, professional development (NIAAA), supportive relationships, and an inclusive organizational culture.

Candidates for Doctoral Degrees

DOCTOR OF EDUCATION

**Patsie Erin Varkados**

B.A., DeSales University, 2010

M.A., Ohio University, 2014

M.F.A., Ohio University, 2014

Dissertation: From Pixels to Proficiency: Harnessing the Power of Educational Video Games

Chair: Dr. Beth Rajan Sockman

Patsie Varkados, originally from Bushkill, Pa., holds a Master of Arts in playwriting and a Master of Fine Arts in film production, both earned at Ohio University. Dr. Varkados is the creator and host of the ESU A24 Film Series, a proud member of the APSCUF Social Justice Committee, and the advisor of the Media Production Club. With a career spanning over a decade in the television industry, Dr. Varkados has lent expertise to notable companies such as Princeton, Canon, HBO, ESPN, Epix, and more. Beyond professional pursuits, a genuine passion for video games, horror movies, teaching, and cinema in general characterizes Dr. Varkados's interests. They love being part of the ESU community.

Dissertation Abstract: By the age of 20, today's average young person has played 5,000-10,000 hours of video and computer games (Prensky, 2006). Educational video games are scarce in secondary education. Additionally, more seasoned professors can be resistant to implement the novel technology of video games into their classrooms. This problem affects both learners and educators. Regardless, technology moves forward, and the skills and tools video games offer the modern student are invaluable in the future jobs market. Additionally, video games can increase student motivation and improve learning outcomes, especially for struggling students (Annetta, 2010). I wish to explore this modern problem by building an educational video game with off-the-shelf level graphics to immerse students, instructors, and random gamers alike. Through peer review and reiterations of the game's design based in feedback, control groups, and surveys, I hope to achieve the optimal algorithm for learning, entertainment, and engagement in my specific area of teaching - digital media technologies.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Brian Abel**

B.S., East Stroudsburg University of Pennsylvania, 2015

M.P.H., Benedictine University, 2019

Dissertation: Operationalizing Community Surveillance: Gauging the Impact of the Accountable Health Communities Model on Addressing High Utilization and Cost

Chair: Dr. Shala E. Davis

Brian Abel, MPH is a dynamic health researcher specializing in population health management, with a proven track record of improving outcomes for MSSP, commercial, and managed care populations. A fervent advocate for health equity, Brian passionately explores opportunities to address social determinants, aiming to bridge gaps and create inclusive healthcare environments. Brian currently works as the director of health literacy at Wisconsin Literacy, Inc. in Madison, Wisc.

Dissertation Abstract: In the context of healthcare transformation, research indicates that fragmented care and poor coordination can compromise patient outcomes, leading to medication errors, avoidable hospitalizations, and increased emergency department visits. The purpose of this study was to assess the impact of community surveillance on healthcare costs by reducing healthcare utilization, specifically emergency room visits and admissions, while also increasing engagement and adherence to Population Health Care management services. Participants were recruited through follow-up calls following emergency room visits at Lehigh Valley Health Network facilities in eastern Pennsylvania between January 1, 2022, and December 31, 2022, with a 90-day follow-up period for December enrollees.

Current community health professionals were interviewed on their perceptions of impact and potential barriers to service utilization. Significant differences ($p < 0.05$) in pre-event emergency department/admission visits were observed between groups (no engagement vs engagement), with no significant variance post-event. The analysis also revealed significant variations ($p < 0.05$) in post-event interactions, but no significant association ($p > 0.05$) between Community Health Worker (CHW) and usual care cohorts regarding social work/behavioral health referrals for Social Determinants of Health (SDoH) engagement. This study underscores the potential of community surveillance to address SDoH and enhance outcomes for Medicare and Medicaid beneficiaries, emphasizing the importance of integrated care approaches. Future research should consider longitudinal study designs and prioritize support for Workforce Development and Capacity Building to further advance healthcare delivery and improve patient outcomes.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Nyann Biery**

B.S., William Paterson University, 1999

M.S., University of Davis, California, 2004

Dissertation: The Impact of Certified Recovery Specialists on Recovery Capital in One Health Network in Northeastern Pennsylvania: A Mixed Method Study Examining the Perceptions of the CRS and Utilization by Patients of the CRS on Recovery Capital

Chair: Dr. Shala E. Davis

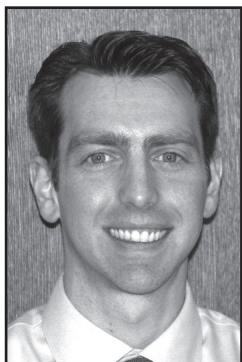
Nyann has been working with Lehigh Valley Health Network for the past 18 years, currently as the manager of program evaluation, providing education and assisting faculty and residents with their scholarly activities. Her work includes providing project management and evaluation to local and federal grants. Nyann spends her free time with her family of two girls and her husband, living in northern New Jersey. She is thankful for the support of her family, parents, friends, and her dissertation committee.

Dissertation Abstract: In Pennsylvania, the governor pushed for a model that included Certified Recovery Specialist support for assisting people with substance misuse. In 2004, the Certified Peer Specialist (CRS) was launched in Pennsylvania. The purpose of this project was to evaluate the role of the CRS professional on recovery capital in one health network in Allentown, Pa. This study included five CRS professionals, their work, and the potential impact on the patients utilizing the BARC-10, as a measure of recovery capital, in more than 200 patients seen within a primary care office-based addiction treatment (obat).

A mixed- methods study was utilized to evaluate BARC-10 scores and utilization of CRS services over a 16-month period as well as interviews with the CRS professionals to learn about their perspectives of what people engage with them. In the present study sample, 97 of the 274 people (35%) seen within the obat had two or more interactions with the CRS. Barriers and pathways to recovery were the most frequent theme identified in interviews from the five CRS. This study demonstrated that the CRS feel they play a vital role in assisting people in seeking treatment.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES



Craig Allen Ernst

B.A., Pennsylvania State University, 1997

M.H.S., Lock Haven University of Pennsylvania, 2002

M.P.H., West Chester University of Pennsylvania, 2022

Dissertation: An Evaluation of an Online Course and Study-Abroad Experience for the Development of Cultural Competence and Cultural Humility in Physician Assistant/Associate Students

Chair: Dr. Shala E. Davis

Craig Ernst is an associate professor and Harrisburg campus coordinator for the Commonwealth University Physician Assistant Program. He holds a B.A. in anthropology and graduate degrees in health science and public health. Prior to becoming an educator, he had spent 10 years working as a physician assistant in cardiology. Craig is also a former Peace Corps volunteer to Ethiopia, where he taught English within the Ethiopian secondary school system. Craig is an avid traveler and has organized and led short-term medical Spanish and cultural immersion trips to Costa Rica for his students. His other interests include hiking, roasting coffee, and spending time with his family. Craig's wife, Melissa, is an R.N. and certified diabetes care and education specialist at Penn State Health. They have two children, Thomas and Amelia, and live in the Harrisburg/Hershey area. Craig is deeply appreciative of his wife, children, and parents, Marcia and Sandy, for their unwavering support.

Dissertation Abstract: Despite the country's rapidly changing demographics, ethnically and culturally diverse populations continue to experience health disparities. Clinicians who receive training in cultural competence and cultural humility are better equipped to address factors such as language barriers and cultural misunderstandings, thereby improving patient outcomes. Although physician assistant/associate (PA) programs incorporate cultural competence training into their curriculums, there is little evidence to substantiate its efficacy or the optimal modalities for instruction.

This mixed-methods study examined changes in cultural competence and cultural humility among PA students participating in an online course addressing the cultural aspects of healthcare. Following the online component, students participated in a short-term cultural immersion experience in Costa Rica. Scores on the Inventory for Assessing the Process of Cultural Competemility Among Healthcare Professionals (IAPCC-HCP©) were obtained on three occasions (before and after the online course and again following the two-week cultural immersion experience). The results indicated a significant increase in cultural competence and cultural humility with a large effect size following the online course ($p < .001$). Although the addition of the immersion experience did not result in further gains beyond those seen with the online course ($p > .05$), qualitative analysis of student journals, reflection papers, and answers to survey questions suggested that the experience abroad fostered personal growth, enhanced self-efficacy, feelings of empathy and compassion, and an expanded worldview.

The findings from this study indicate that online training can positively impact PA students' levels of self-assessed intercultural functioning even in the absence of cultural immersion experiences abroad. Nonetheless, students found the experience abroad to be a valuable component of their education, providing opportunities for personal growth and potentially making them better healthcare providers.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Arlene Marie Hargrave**

B.S., East Stroudsburg University of Pennsylvania, 2008

M.S., East Stroudsburg University of Pennsylvania, 2020

Dissertation: Appraisal of Body Composition, Age-related Growth and Virtual Physical Education in School-Aged Children in Northeast Pennsylvania

Chair: Dr. Shala E. Davis

Arlene Hargrave is a health and physical education teacher at a local school district in Monroe County. She received her undergraduate degree in health and physical education from ESU in 2008. She continued her graduate work at Oregon State University in adapted physical education and completed her degree at ESU. This has led her to continuing her educational experience at ESU in the Doctorate of Health Sciences program. She has lived in East Stroudsburg since her time as an undergraduate student, which started in 2004. Arlene has four young boys, Hunter (10), Logan (9), Rudy (7), Mason (5), and their loving father Mike who have been overwhelmingly supportive throughout her journey in the doctorate program. She would also like to thank her mother Sarah, father Ray, and both of her sisters for all their love and support throughout the years.

Dissertation Abstract: Since the 1980's, there has been a continual rise in childhood obesity. Currently, in the United States, one in five children and adolescents are affected by childhood obesity. Undoubtedly, this is a serious health concern (CDC, 2022). The purpose of this study was to evaluate the impact of virtual physical education on body composition among elementary school students in Northeastern Pennsylvania during the COVID-19 pandemic. A secondary purpose was to evaluate instructional challenges in providing virtual physical education.

In this retrospective mixed-methods descriptive study, student records were accessed to provide data on body composition that included height, weight and body mass index. In addition, qualitative data was collected from four physical educators' perceptions of instruction before, during and after the COVID-19 pandemic. After the pandemic, Group 1, 2nd grade students were 61.8% underweight while 11% of students were above normal on the Body Mass Index Scale. Group 2, 3rd grade students were 61.1% underweight and 6.2% above normal on the BMI scale. Group 3, 4th grade students were 53% underweight and 17.3% above normal on the BMI scale.

As the obesity epidemic continues it is easy to reflect on those elementary school students that fall into the "underweight" category, as determined by the Body Mass Index calculations. When evaluating school-aged children's body composition, educators must continue to recognize the limitations of using solely BMI. Inclusion of the growth curve as a marker of physiological health status with the ability to identify underweight children is critical.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Irakli Kakauridze**

B.S., Springfield College, 2016

M.P.H., East Stroudsburg University of Pennsylvania, 2018

Dissertation: Medical Residents and Opioids: Perceptions, Medical School Curriculum and Prescription Readiness

Chair: Dr. Shala E. Davis

Irakli Kakauridze is a public health professional with over six years of experience. He is currently the hub director at Partners in Prevention of Hudson County. Irakli oversees the implementation and evaluation of evidence-based mental health programs for the youth of Hudson County. He completed his bachelor's degree at Springfield College, and pursued his master's and doctorate at ESU. After graduation, Irakli plans to celebrate with those closest to him, with a goal to pursue a career in higher education and become the CEO of a non-profit. Irakli would like to give a special shout-out to his family and friends who have supported him as he built upon his education.

Dissertation Abstract: Chronic pain is one of the most common reasons adults seek medical care (Garcia et al. 2019). Opioids are commonly used to treat chronic pain, but there is a dark side to the utilization of these medications due to the risk of substance misuse and dependence. This research study explores the readiness, comfortability, and perceptions of the training medical residents receive regarding opioid prescription and the opioid epidemic. This study is a mixed method descriptive model, with sample populations of medical residents from years 1-3 in the Northeast Region of the USA. Twenty-four (24) medical resident responses were collected to study the knowledge, readiness/comfortability to prescribe opioids and overall perceptions of medical residents on opioids. To further supplement the data, two physicians with a combined experience of over 50 years were interviewed on the opioid epidemic, perception of opioids, and medical school curriculum.

There were conflicting answers from medical residents on their readiness to prescribe opioids, the educational curriculum they have gone through, and their perceptions of opioids overall. For example, 91.7% (n=22) of respondents received lectures on prescription writing; however, only 50% (n=12) received lectures specifically on opioid prescriptions during medical school. Additionally, 91.7% (n=22) of participants reported a level of agreement with the statement that they feel prepared to prescribe opioids; however, in the open-ended question responses, first and second-year medical residents, who are 58.3% (n=14) of the sample size, reported limited education on opioids. Furthermore, 62.5% (n=15) of medical residents reported that personal experience with opioids can influence physicians' decision-making processes and prescribing habits. Regardless of years of residency, medical residents are cautious and actively avoid the usage of opioids. When dealing with controlled substances such as opioids, there must be a heavy focus on the education, mentorship, and experience medical residents receive before joining the workforce.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Lore McFadden**

B.A., DeSales University, 2015

M.B.A., DeSales University, 2018

Dissertation: Toxic/Transient Synovitis: Researching Diagnosis, Treatment Protocols, Healthcare Professional Education and the Impact on the Patient Mental, Physical, and Psychological Health

Chair: Dr. Shala E. Davis

Lore Anna McFadden is originally from Bethlehem, Pa., and is a single mother of two children. Her daughter attends nursing school and her son is a criminal justice major. McFadden currently serves Northampton County as the deputy director of human resources and works freelance as an adjunct college instructor. She received her Bachelor of Arts in theology with a dual minor in psychology and philosophy and a Master of Business Administration from DeSales University. She also holds certifications in fundraising, project management, global leadership, strategic marketing, web design, and human resources management. She has also completed the coursework for her nursing home administrator license. Outside of work, she enjoys spending time with her children, family, and pups. She is an avid learner and enjoys working in her organic garden, hiking with friends, and volunteering.

Dissertation Abstract: Toxic synovitis, also known as transient synovitis, is a rare cause of leg pain, ranging from the hip to the knee causing severe limping in the pediatric population. It is an orthopedic medical condition that affects children between three and 15 years old. This disorder is most common in children between the ages of three and 10 years of age and is more prevalent in males than females 4:1. This disorder was first recorded in 1941 and physicians have been unable to pinpoint the exact cause, the virus that precedes each incidence, or why it is more prevalent in males than females. Symptoms include fatigue and unwillingness to walk, and are often preceded by a viral infection with a fever of 101 or higher. Current research does not indicate that recent physical activity has any connection to the sudden onset of symptoms associated with toxic synovitis.

Healthcare professionals rule out septic arthritis or other conditions through a physical exam and a series of diagnostic tests. Physicians instruct toxic synovitis patients and their families that this is a recurring disorder that can repeat itself up to and including seven times. This disorder has both physical and psychological consequences. Further study is warranted based on the lack of literature examining the patient's experience and potential management strategies with no current treatment available.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Andrea Mease**

B.S., Pennsylvania State University, 2007

M.S.W., Marywood University, 2012

Dissertation: Physical Activity and Nutrition Knowledge, Attitudes, and Behaviors among a Sample of Pennsylvania Head Start Parents: A Cross-Sectional Study

Chair: Dr. Clare Lenhart

Andrea Mease, a lifelong resident of the Lehigh Valley, was raised in Nazareth, Pa. Her academic pursuit commenced at Pennsylvania State University, culminating in a bachelor's degree in biobehavioral health in 2007. Following her graduation, Andrea began her career with Holcomb Behavioral Health Systems, where she served as a recovery specialist for seven years before transitioning to the role of behavior specialist consultant. In 2012, Andrea furthered her education by obtaining a master's degree in social work from Marywood University, subsequently becoming a licensed social worker in Pennsylvania. Over the past decade, she has been an integral part of Community Services for Children in Allentown, Pa. Currently serving as the assistant director of child health services for the Head Start and Early Head Start programs, Andrea is responsible for overseeing the implementation of comprehensive health, nutrition, and mental health services. She resides in Bethlehem, Pa. with her husband, Justin, and their two beloved dogs.

Dissertation Abstract: Childhood obesity rates have doubled over the past three decades and are a national public health concern due to obesity-associated adverse health outcomes later in life. Notably, children between the ages of three and five years old, who are overweight or obese, are five times as likely as normal-weight children to be overweight or obese as adults with strongest risks noted among children from lower socio-economic groups and those within ethnic minority groups. Head Start preschool programs directly serve this high-risk community and thus, Head Start represents a valuable intervention partner.

This study evaluated differences in Pennsylvania Head Start parent (N = 159) knowledge, attitudes, and behaviors surrounding their preschool children's physical activity and nutrition habits using validated inventories to facilitate future programming. Additional assessments included risk of food insecurity within the past year and reported barriers to and opportunities for improving family health habits since the COVID-19 pandemic. Parent health knowledge differed by age $F(2,137) = 4.10, p = .02$ and level of education; those with higher education levels demonstrated greater knowledge of health recommendations ($t(157) = -2.54, p = .01$). Reported child health behaviors also differed by level of education of the parent. Families where a parent completed at least some college reported more desired health behaviors than those with high school education or less ($t(157) = -3.28, p = .001$). No statistically significant differences were observed in attitudes toward children's physical activity or nutrition based on any other parent demographics. Many families (64%, $n = 101$) were at risk for food insecurity and challenges to healthy habits included limited financial resources, busy schedules, and current family eating habits. These findings will inform this Head Start's parent health education program and efforts to promote health for children and families in the home environment.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Giase Lois Preston**

B.S., Rust College, 2014

M.S., Austin Peay State University, 2020

Dissertation: An Appraisal of Dentistry in Cameroon Before and “After” the COVID-19 Pandemic: Knowledge, Attitude, and Practices

Chair: Dr. Shala E. Davis

Giase Preston is originally from Cameroon, a veteran of the United States Army, and a registered Cameroonian American Military Professionals (CAMP) member. After completing her undergraduate studies, she served in the U.S. Army as a dental technician and operations coordinator. As an Army dental specialist, she assisted Army dentists in examining and treating servicemembers. Following her MHA, she worked as an investigator at the U.S. Department of Labor and is currently an administrative officer at the National Institutes of Health’s Heart, Lung, and Blood Institute (NIH/NHLBI). During the COVID pandemic, Preston epitomized community service by facilitating the collaboration between CAMP and the Maryland State Department of Health. The partnership resulted in the donation of personal protective supplies for community members. Giase is a mother of two boys, Gavin and Ashton, and two siblings, Sorel and Derick, who give her a reason to work harder daily. She enjoys the outdoors, activities, and family and friends. She also enjoys traveling and being a part of humanitarian missions. She is fulfilled when she can connect resources to communities in need. The doctorate program helped her achieve that, and her goal is to provide knowledge and resources to communities in need, especially rural communities in Africa.

Dissertation Abstract: The COVID-19 pandemic created havoc on global public health and unmasked pre-existing challenges in dental attitudes, knowledge, and practices. Initially, it was thought that African nations would be more affected by the pandemic. In Cameroon, the impact could not be ignored and varied between rural and urban populations, necessitating an assessment of the pandemic’s influence on dental practices. This mixed-method study evaluated the experiences of dental professionals and patients in Cameroon, scrutinizing their respective attitudes, knowledge, and practices amidst the COVID-19 pandemic. The study population included dental patients from Santa, a rural enclave in the Northwest region, and Douala, an urban metropolis in the Littoral region.

A total of 150 patients completed paper questionnaires comprising open-ended and closed-ended questions. Forty-nine (49) dental professionals were recruited from diverse regions within Cameroon, and they responded to their questionnaires via secure Google Forms. The study analyzed the data collected using SPSS. The analysis revealed that 71.4% of dental professionals remained unvaccinated against COVID-19. Strikingly, 89.8% of dental professionals resided and practiced in urban areas, with a majority (44.9%) concentrated in Douala and Yaoundé, the economic and national capital cities, respectively. The analysis also found that at least 50.7% of the patients had never flossed their teeth, a finding substantiated by a chi-square analysis ($df=2$, $p=0.05$). A considerable proportion of patients (46.67%) had also never visited a dentist before the COVID-19 outbreak, and a concerning 19.3% admitted to using their teeth as bottle openers. The study’s findings show disparities in oral health practices, perceptions, knowledge, and beliefs within Cameroon, attributable to a myriad of factors unique to urban or rural settings. These findings are indicative of the need to have targeted interventions to elevate the oral health status in Cameroon.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Elise A. Somers**

B.S., Juniata College, 2006

MPAS, Chatham University, 2010

Dissertation: An Evaluation of Adolescent Sexual Health Education in a Northwest Pennsylvania Rural Town

Chair: Dr. Shala E. Davis

Elise Somers became a physician assistant in 2010 and has experience in family medicine, oncology, and general surgery. She transitioned from full-time clinical practice to academia in 2018 and has been educating physician assistant students at Slippery Rock University since then. She is the wife of Mitchell Somers, a dentist in Seneca, Pa., and together, they have three children: Nolan (12), Morgan (9) and Ian (8). She is an active member of her church in Franklin, Pa., a board member of Grove City Christian Academy, and a board member and volunteer at ABC Life Center, a pregnancy resource center. Elise is excited to do more hiking, traveling, cooking, and relaxing now that she is officially Dr. Somers. Although this will be her terminal degree, she sees this as only the beginning of her future.

Dissertation Abstract: Adolescence is the stage between childhood and adulthood that encompasses rapid physical, cognitive, and emotional change that places an adolescent at increased risk of participating in risky behaviors like sex. Based on the recommendations of federal and local agencies, adolescents should receive abstinence-focused sex education in the state of Pennsylvania. An abstinence-focused program was administered to a rural northwest Pennsylvania school. Pre- and post-test data was collected on knowledge of sexually transmitted infections, pregnancy, and behavioral and relational decisions. Additionally, semi-structured interviews of local primary care and pediatric providers were conducted. A two-sample t-test ($t=1.98$) revealed a significant difference ($P<0.00$) between all participants' pre-test and post-test knowledge scores. Perfect knowledge test scores increased from 39% in the pre-test to 72% in the post-test. In summary, adolescents, parents, providers, and schools should collaborate to educate adolescents regarding sex education and reduce the silence and discomfort around the topic of sex.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Laurel Brooke Trevena**

B.S., Immaculata University, 2018

M.S., East Stroudsburg University of Pennsylvania, 2019

Dissertation: An Evaluation of Mobility, Activities of Daily Living, and Mental Health with POEMS Syndrome

Chair: Dr. Shala E. Davis

Laurel Brooke Trevena has devoted her time and education to promoting cardiac health and assisting individuals in need. In a few short years she has worked her way up to noninvasive cardiology supervisor where she leads a large team in stress testing, cardiac noninvasive testing, and cardiac monitoring. In this role Laurel uses her passion for promoting cardiac health to help serve the patients at AtlantiCare and the communities that AtlantiCare serves. She completed her master's degree in clinical exercise physiology from ESU and earned her bachelor's degree in exercise science from Immaculata University. With her doctoral degree, Laurel hopes to use this to further enhance her career in healthcare administration and leadership which will allow her to impact more individuals.

Dissertation Abstract: POEMS syndrome is a rare disorder caused by abnormal growth of antibodies making plasma cells. Due to the lack of understanding of the syndrome, there is limited risk stratification and clear expectations of course of disease progression for patients and caregivers. The progression of the disorder often leads to a significant impact on mobility and activities of daily life. The research on POEMS syndrome focuses on the physiological mechanisms and symptomology, but there is a gap in the literature on the patient experience related to the syndrome.

This study examined the perceptions and experiences of patients in varied stages of disease manifestation and treatment. A mixed-methods retrospective descriptive study was used. A survey instrument and semi-structured virtual interview was used to provide perceptions from the patient. A convenient sample of subjects was solicited for participation on the POEMS social media platforms. There were 32 participants, 14 of whom were female, 17 were male, and one preferred not to say. From the DASS-10 assessment, 43% scored in the mild/subclinical category, 20% scored in the moderate category, and 27% in the severe category for distress during treatment. From the first sign of symptoms, the average response was receiving a diagnosis within six months to a year (53%). While 16% of participants reported over two years to be diagnosed. The study results could assist healthcare professionals and new patients to understand the patients' perspectives and experiences better, leading to improved treatment outcomes and quality of life for the patients.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Jayme L. Trogus**

B.A., Millersville University of Pennsylvania, 2001

M.P.H., East Stroudsburg University of Pennsylvania, 2002

Dissertation: Assessing the Impact of Health-oriented Leadership: A Tool to Amplify the Health and Well-Being of Higher Education Student Affairs Professionals in Northeastern Pennsylvania

Chair: Dr. Shala E. Davis

Jayme Trogus has over 18 years of experience working in higher education, encouraging wellness through peer education, policy development, and program implementation. Currently, Jayme is the director of the Office of Wellness Promotion at West Chester University where she leads a team of professionals creating a campus community that enriches the well-being of its members. Before joining the team at WCU, Jayme held numerous roles including director of wellness for 13 years at Millersville University; adjunct professor in the biobehavioral health program at Penn State University, Berks Campus; health educator at the PA Department of Health; and community educator at the American Cancer Society. Jayme resides in Wyomissing, Pa. with her husband Mike, children Madisyn (16) and Rhys (12), and their two dogs Lexie and Ranger.

Dissertation Abstract: Supporting health and well-being in the workplace is essential to employee retention and recruitment. Employees and employers share responsibility to cultivate a healthy workplace culture, with supervisors deemed an important link between employees and the organization. This study explored Health-oriented Leadership (HoL) as a leadership tool among employees and supervisors in student affairs divisions at two higher education institutions in Northeastern Pennsylvania. Previous studies identify health and work-related outcomes from applying the HoL framework among various professions, emphasizing the behaviors, values, and awareness of the health of both leaders and followers, identified as SelfCare and StaffCare. A cross-sectional mixed methods design was used including survey questions from three validated instruments (HoL Scale, UWES-9, MOAQ-JSS) and supplemental qualitative questions, an interview, and a review of institution websites to assess HoL, work engagement, and job satisfaction.

Results demonstrated that supervisor SelfCare significantly impacted work engagement ($r = -0.68, p = .04$), and a link between supervisor StaffCare and employee SelfCare was identified ($r = 0.50, p = .10$). Supervisors and employees: identified that job resources and job demands impact their health and well-being, with flexibility recognized as an important job resource; had similar levels of reported work engagement, and believed it was the supervisor's responsibility to support employee health and well-being. Supervisors identified needing support and commitment from their university and training to provide HoL. These findings emphasize the importance of supervisory leadership as a workplace health promotion strategy and call for further study of this framework among institutions of higher education.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Bonnie Vitti-Huot**

B.S., Ithaca College, 2001

M.S., Weill Medical College of Cornell University, 2007

Dissertation: A Retrospective Analysis of COVID-19 and New-Onset Atrial Fibrillation and Atrial Flutter in One Health Network in the Northeastern United States

Chair: Dr. Shala E. Davis

Bonnie Vitti-Huot has over 22 years of experience in healthcare, first as an exercise physiologist in cardiac rehabilitation, and then as a physician assistant. As a physician assistant, she has work experience in cardiology and cardiothoracic surgery, in addition to oncology, and emergency medicine. Since August 2018, she has been working full-time at a northeastern Pennsylvania hospital system as a cardiology physician assistant. She enjoys educating advanced practice providers and house staff regularly in her clinical role. She met her devoted husband, Christin Huot, in May 2010 through mutual best friends. They enjoy cooking, exercising, spending time with loved ones, and traveling together. Her dissertation defense is dedicated to her mother, Louise, who has been her rock throughout her life. She is forever grateful to her mother for her unconditional love and sacrifice. She is thankful for the support of her father, Richard and sister, Tammy with today's commencement.

Dissertation Abstract: Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus, found initially in Wuhan, China, in December 2019. The COVID-19 virus spread rapidly, and the World Health Organization (WHO) declared the COVID-19 pandemic in March 2020. This pandemic has detrimentally affected many people across the world, contributing to millions of health consequences. Patients with new-onset Atrial Fibrillation (A-fib) and/or A-flutter (AF), in the setting of COVID-19 exposure, with and without pneumonia (PNA), can develop persistent tachycardia, loss of atrial kick, and at times, new cardiomyopathy (CM), resulting in congestive heart failure (CHF). Myocarditis can also be a contributing factor to new CM with COVID-19, which has been seen in the inpatient, and outpatient cardiology jurisdictions, at times, after follow-up post-hospital discharge.

This study involved retrospective quantitative analysis of hospitalized patients with new-onset paroxysmal/persistent A-fib, or AF, with COVID-19 or COVID-19 PNA, with a medical history of known comorbidities while admitted at a northeastern Pennsylvania hospital system from February 2021 to February 2023. Three cardiologists in various subspecialties were also interviewed and qualitative analysis was performed about their thoughts of COVID-19 and cardiac complications. Systemic inflammation, multiple comorbidities, and delayed cardiac procedures were identified by all three of the providers. Also, among the 50 patients analyzed, the most reported co-morbidities were Hypertension (HTN), Tobacco Abuse, and Diabetes (DM). Seventy-four percent (74%) of the patient sample had two or more co-morbidities. Clusters of expired and non-expired patients upon discharge were analyzed. Eighty-nine percent (89%) of those who expired during this hospital admission had more than one co-morbidity. Of those that had expired, 83% had three or more comorbidities, with HTN, DM, and Obesity the most frequent. Of those not expired, 21% had three or more co-morbidities: HTN, Smoking, and Obesity. Anti-coagulation and corrected QT interval (QTc) were also analyzed. There have also been numerous COVID-19 variants challenging and altering patient care, with their unknown long-term results.

Candidates for Doctoral Degrees

DOCTORATE OF HEALTH SCIENCES

**Richard John Weinczyk**

B.S., Keystone College, 2018

M.S., East Stroudsburg University of Pennsylvania, 2021

Dissertation: Young Women's (Aged 18-25) Body Satisfaction and Mental Well-Being Relative to Their Social Media Use and Emphasis

Chair: Dr. Shala E. Davis

Richard John Weinczyk, originally from Delran, N.J., and now of the Hideout, Lake Ariel, Pa., served in the Army as a combat medic at Fort Sam Houston. He owned and operated his own restaurant while attending school, earning a Master of Science with an emphasis in marine biology from ESU and a Bachelor of Science from Keystone College. He is currently running his own construction company and teaching his eldest son the tricks of the trade while working on his doctorate. He is incredibly thankful for the women in his life throughout this doctoral journey, his daughter, wife, and mother for all their support. He is also grateful to have his biggest motivation for finishing, his infant son, Bryson.

Dissertation Abstract: Social media use is highly prevalent among young adults (aged 18-25). Multiple research studies have linked social media with behavioral modifications. As such, studies have pointed out that using social media among young women promotes idealized beauty standards, leading to them evaluating their bodies negatively and developing body dissatisfaction. Women may be tempted to modify their behaviors, attitudes, and bodies to meet the beauty standards on display. While prior studies have pointed out these effects, literature is scarce on this subject. It lacks comprehensive evaluation to cover social media use and body dissatisfaction and social media emphasis and mental well-being. Due to these gaps, this paper proposes primary, descriptive, and quantitative research into this topic by surveying 150 young females (aged 18-25) at a university.

The study will measure the quantitative impact of young women's social media use, body dissatisfaction rating, and social media emphasis and mental health. It will use a modified version of the Depression Anxiety Stress Scale (DASS-21) to measure mental health, body dissatisfaction, and social media emphasis concerning these participants. Several quantitative tests may be applied to determine the quantitative relationship between social media use (number of hours), social media emphasis (reliance on social acceptance through social media platforms), and body dissatisfaction (discontentment or dissatisfaction regarding one's own body). Due to the study involving subjective reports, it can have some bias inherent in it. Nevertheless, this study will be significant in informing the female youth of how social media use can create adverse lifestyles and "fanatic" expectations.

Candidates for Graduate Degrees

COLLEGE OF ARTS AND SCIENCES

MASTER OF ARTS

Communication

Shawna Paige Campanaro

B.A., East Stroudsburg University of Pennsylvania, 2021

Advisor: Dr. Margaret Mullan

Ginamarie Canepa

B.A., East Stroudsburg University of Pennsylvania, 2016

Advisor: Dr. Margaret Mullan

Alana Conaghan-Silva

B.A., East Stroudsburg University of Pennsylvania, 2022

Advisor: Dr. Margaret Mullan

Katie Lynn Coyne

B.A., Drew University, 2021

Advisor: Dr. Margaret Mullan

Matthew J. Kircher

B.A., East Stroudsburg University of Pennsylvania, 2022

Advisor: Dr. Margaret Mullan

Amanda Paige Salvo

B.A., DeSales University, 2021

Advisor: Dr. Margaret Mullan

Lauren Nicole Sauriol

B.A., East Stroudsburg University of Pennsylvania, 2021

Advisor: Dr. Margaret Mullan

Myia Gabrielle Warner

B.A., East Stroudsburg University of Pennsylvania, 2021

Advisor: Dr. Margaret Mullan

Hope Olivia Williams

B.A., Wilkes University, 2022

Advisor: Dr. Margaret Mullan

History

Benjamin Daniel Colavito

B.A., East Stroudsburg University of Pennsylvania, 2021

Advisor: Dr. Shannon Frystak

Joseph H. Grahek

B.A., East Stroudsburg University of Pennsylvania, 2020

Advisor: Dr. Shannon Frystak

Mason Marie Henning

B.A., East Stroudsburg University of Pennsylvania, 2018

Advisor: Dr. Shannon Frystak

Luke Valdevit

B.A., East Stroudsburg University of Pennsylvania, 2022

Advisor: Dr. Shannon Frystak

Political Science

Mohammed Fuad Khushaim

B.A., University of Central Florida, 2018

Advisor: Dr. Ko Mishima

Matthew Walter Gregory Protsko

B.A., East Stroudsburg University of Pennsylvania, 2022

Advisor: Dr. Ko Mishima

Professional and Digital Media Writing

Caley Ann Breese

B.A., University of Mount Olive, 2016

Advisor: Dr. Jasmine Villa

Shantelle Johnson

B.A., The Pennsylvania State University, 2014

Advisor: Dr. Jasmine Villa

Kelly Lanigan

B.A., Stockton University, 2015

Advisor: Dr. Jasmine Villa

Sarah Ruth Romberger

B.A., York College of Pennsylvania, 2021

Advisor: Dr. Jasmine Villa

Michael Vyskocil

B.A., McDaniel College, 2005

Advisor: Dr. Jasmine Villa

MASTER OF SCIENCE

Biology

Dean Cheyney Barto

B.S., University of Delaware, 2022

Advisor: Dr. Emily Rollinson

Charles Richard Brill

B.S., East Stroudsburg University of Pennsylvania, 2022

Advisor: Dr. Emily Rollinson

Rachel Lyn Brown

B.S., University of Illinois, 2000

Advisor: Dr. Emily Rollinson

Kaitlin Reanne Bruchhauser

B.S., East Stroudsburg University of Pennsylvania, 2023

Advisor: Dr. Emily Rollinson

Jenna Angelique Fannin

B.A., Ohio Wesleyan University, 2019

Advisor: Dr. Emily Rollinson

Kyle Joseph Hennessy

B.S., The Pennsylvania State University, 2022

Advisor: Dr. Emily Rollinson

Jenna N. Johnson
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Emily Rollinson

Sherin Grace Paul
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Emily Rollinson

Alison Elizabeth Stann
B.S., East Stroudsburg University of Pennsylvania, 2001
Advisor: Dr. Emily Rollinson

Computer Science

Shivani P. Barot
B.E., Gujarat Technological University, India, 2018
Advisor: Dr. Eun-Joo Lee

General Science

Haiyan Nan
B.S., Huanghe Jiaotong University, 2021
Advisor: Dr. Shixiong Hu

Yankun Yang
B.S., Tianjin Polytechnic University, 2017
Advisor: Dr. Shixiong Hu

Yu Zhang
B.S., Beijing University of Agriculture, 2022
Advisor: Dr. Shixiong Hu

Management and Leadership (Public Administration)

Agnieszka Anna Brannan
B.A., East Stroudsburg University of Pennsylvania, 2008
Advisor: Dr. Adam McGlynn

Elijah Michael Brown
B.A., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. Adam McGlynn

Lisa M. Cantor
B.A., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Adam McGlynn

Alyson Marie Dellaria
B.A., East Stroudsburg University of Pennsylvania, 2015
Advisor: Dr. Adam McGlynn

Deja D. Fitzpatrick
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Adam McGlynn

Zayne Alden Kemler
B.A., Georgia College and State University, 2022
Advisor: Dr. Adam McGlynn

Brianna Marie Rodriguez
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Adam McGlynn

COLLEGE OF BUSINESS MANAGEMENT

MASTER OF SCIENCE

Accounting

Joyful Adindu
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Robert Thomas

Giancarlo Pedro Aguilar
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Robert Thomas

Jhalil Allen
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Robert Thomas

Shannon Carr
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Robert Thomas

Carly Elizabeth Chapman
B.S., East Stroudsburg University of Pennsylvania, 2021
M.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Robert Thomas

Luis Enrique Ferrin Jr.
B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Robert Thomas

Cheyenne V. Kerr
B.A., East Stroudsburg University of Pennsylvania, 2021
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Robert Thomas

Zachary Joseph Simpson
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Robert Thomas

Sindi Sulaj
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Robert Thomas

Mjaftesa Sulaj
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Robert Thomas

Matthew Wyatt Trynovich
B.S., Mansfield University of Pennsylvania, 2023
Advisor: Robert Thomas

Management and Leadership (Organizational Behavior)

Delan Abuolba

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Douglas Nay

Elena Andreyev

B.S., Wagner College, 2022
Advisor: Dr. Douglas Nay

Donald Ray Hansen

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Douglas Nay

Rebecca E. James

B.A., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Douglas Nay

Laura Marcelina Osinski

B.A., Kean University, 2021
Advisor: Dr. Douglas Nay

Jasmin Perry

B.S., Morgan State University, 2021
Advisor: Dr. Douglas Nay

Albert John Rivera-Crespo

B.A., East Stroudsburg University of Pennsylvania, 2021
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Douglas Nay

Management and Leadership (Sport Business)

Isaac Brayden Almoney

B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Jaedeock Lee

Ja'Quill Burch

B.S., Montclair State University, 2021
Advisor: Dr. Jaedeock Lee

Brielle Alexis Chmiel

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Jaedeock Lee

JohnPaul James Nolan

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Jaedeock Lee

Shyla Ristine

B.S., University of North Carolina Greensboro, 2022
Advisor: Dr. Jaedeock Lee

Ethan Ruppertsberger

B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Jaedeock Lee

Rachel Valentine Seiverd

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Jaedeock Lee

Sport Administration

Daryn M. Blackwell

B.S., East Stroudsburg University of Pennsylvania, 2022
M.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Jaedeock Lee

Aarin Lewis Dreher

B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Jaedeock Lee

Joseph Thomas Kucky

B.S., University of New England, 2021
Advisor: Dr. Jaedeock Lee

Jaco O. Sattamini

B.A., Bloomsburg University of Pennsylvania, 2022
Advisor: Dr. Jaedeock Lee

Destiny Lashae' Thompson

B.S., Morgan State University, 2022
Advisor: Dr. Jaedeock Lee

Bradley Turocy

B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Jaedeock Lee

Pablo Vega Jr.

B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Jaedeock Lee

COLLEGE OF EDUCATION

MASTER OF EDUCATION

Elementary Education

Elisabeth Jon Brennan

B.A., East Stroudsburg University of Pennsylvania, 2014
Advisor: Dr. Craig Wilson

Samantha Gaydos

B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. Craig Wilson

Elizabeth Ann Ilardi

B.S.Ed., Bloomsburg University of Pennsylvania, 2004
Advisor: Dr. Craig Wilson

Emily Suebeth Kashuba

B.S., Clarks Summit University, 2010
Advisor: Dr. Craig Wilson

Rachel Laird

B.S., West Chester University, 2021
Advisor: Dr. Craig Wilson

Victoria Rose Lindner

B.A., DeSales University, 2021
Advisor: Dr. Craig Wilson

Katelyn Menzoff

B.S., East Stroudsburg University of Pennsylvania, 2020

Advisor: Dr. Craig Wilson

Megan Louise Murphy

B.S., West Chester University of Pennsylvania, 2015

Advisor: Dr. Craig Wilson

Danielle M. Nightlinger

B.S., East Stroudsburg University of Pennsylvania, 2014

Advisor: Dr. Craig Wilson

Joanna Mary Osterhout

B.S., Mansfield University of Pennsylvania, 1999

Advisor: Dr. Craig Wilson

Sarah Schaffer

B.S., York College of Pennsylvania, 2019

Advisor: Dr. Craig Wilson

Gina M. VanLuvanee

B.S., The Pennsylvania State University, 1998

Advisor: Dr. Craig Wilson

Instructional Design Technology

Joshua D. Burak

B.S., East Stroudsburg University of Pennsylvania, 2013

Advisor: Dr. Carol Walker

Jessica Catalano

B.S., East Stroudsburg University of Pennsylvania, 2013

Advisor: Dr. Carol Walker

Gretchen Sue Clay

B.S., Elizabethtown College, 1991

Advisor: Dr. Carol Walker

Bridget Coates

B.S., Bloomsburg University of Pennsylvania, 2011

Advisor: Dr. Carol Walker

Stephen Coleman

B.F.A., East Stroudsburg University of Pennsylvania, 2019

Advisor: Dr. Carol Walker

Sandra K. Hartman

B.S., Marywood University, 1999

Advisor: Dr. Carol Walker

Laura Householder

B.S., Slippery Rock University of Pennsylvania, 2001

M.A., Slippery Rock University of Pennsylvania, 2003

Advisor: Dr. Carol Walker

Justin C. Webb

B.S., University of Phoenix, 2010

Advisor: Dr. Carol Walker

Professional and Secondary Education

Cassandra Leigh Baran

B.A., East Stroudsburg University of Pennsylvania, 2019

Advisor: Dr. (Mary) Elizabeth Azukas

Shannon Starr Cavanaugh

B.S., Indiana University of Pennsylvania, 2015

Advisor: Dr. (Mary) Elizabeth Azukas

Amber Chiafulio

B.S., Cedar Crest College, 2004

Advisor: Dr. (Mary) Elizabeth Azukas

Lee Dresh

B.A., Rowan University, 2018

Advisor: Dr. (Mary) Elizabeth Azukas

Lindsay M. Duffy

B.A., Keuka College, 2006

Advisor: Dr. (Mary) Elizabeth Azukas

Chad J. Frankenfield

B.S., Centenary University, 2015

Advisor: Dr. (Mary) Elizabeth Azukas

Monica Hughes

B.S., SUNY Oswego, 2016

Advisor: Dr. (Mary) Elizabeth Azukas

Ying-Fang Yu Jeffers

B.B.A., Ming Chuan University, 1997

Advisor: Dr. (Mary) Elizabeth Azukas

Christopher L. Jue

B.S., Pace University, 2015

Advisor: Dr. (Mary) Elizabeth Azukas

Marisa Kehr

B.S., East Stroudsburg University of Pennsylvania, 2003

Advisor: Dr. (Mary) Elizabeth Azukas

Nikolaos Kontos

B.S., Rider University, 2018

Advisor: Dr. (Mary) Elizabeth Azukas

Barry Krammes

B.S., East Stroudsburg University of Pennsylvania, 2004

Advisor: Dr. (Mary) Elizabeth Azukas

Amber Lee Krisukas

B.S., East Stroudsburg University of Pennsylvania, 2009

Advisor: Dr. (Mary) Elizabeth Azukas

Amanda Mogitz

B.S., Moravian College, 2013

Advisor: Dr. (Mary) Elizabeth Azukas

Luke Orlando

B.A., The Pennsylvania State University, 2014

Advisor: Dr. (Mary) Elizabeth Azukas

Christopher J. Ostapchuk

B.A., East Stroudsburg University of Pennsylvania, 2018

B.S., East Stroudsburg University of Pennsylvania, 2018

Advisor: Dr. (Mary) Elizabeth Azukas

Gretchen Ragazzo
B.S., The University of Alabama, 1998
Advisor: Dr. (Mary) Elizabeth Azukas

Conrad Richman
B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. (Mary) Elizabeth Azukas

Danielle Alexandria Romanow
B.A., Montclair State University, 2020
Advisor: Dr. (Mary) Elizabeth Azukas

Jeffrey Seibert
B.S., East Stroudsburg University of Pennsylvania, 2014
Advisor: Dr. (Mary) Elizabeth Azukas

Allie Rose Sicignano
B.S., East Stroudsburg University of Pennsylvania, 2017
Advisor: Dr. (Mary) Elizabeth Azukas

Christopher Stanukenas
B.A., East Stroudsburg University of Pennsylvania, 2011
B.S., East Stroudsburg University of Pennsylvania, 2016
Advisor: Dr. (Mary) Elizabeth Azukas

Caitlin Sullivan
B.A., West Chester University of Pennsylvania, 2014
Advisor: Dr. (Mary) Elizabeth Azukas

Sarah Elizabeth Walsh
B.S., Lock Haven University of Pennsylvania, 2016
Advisor: Dr. (Mary) Elizabeth Azukas

Reading

Claudia Bento
B.S., West Chester University of Pennsylvania, 2020
Advisor: Dr. Mary Beth Allen

Loretta Michelle Cassidy
B.A., College of Staten Island, 1999
Advisor: Dr. Mary Beth Allen

Kathryn Hazzard
B.S., East Stroudsburg University of Pennsylvania, 2008
Advisor: Dr. Mary Beth Allen

Amber Lynn McFadden
B.S., Bloomsburg University of Pennsylvania, 2016
Advisor: Dr. Mary Beth Allen

Magdalena McMullen
B.A., Arcadia University, 2016
Advisor: Dr. Mary Beth Allen

Kaitlin Pecha
B.S., East Stroudsburg University of Pennsylvania, 2011
Advisor: Dr. Mary Beth Allen

Kylie N. Rissmiller
B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. Mary Beth Allen

Anna Nichole Robert
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Mary Beth Allen

Ranim Sankari
B.S., Penn State Lehigh Valley, 2014
Advisor: Dr. Mary Beth Allen

Alicia J. Shaffer
B.S., East Stroudsburg University of Pennsylvania, 2001
Advisor: Dr. Mary Beth Allen

Karen Noel Stinson
B.S., Gannon University, 2004
Advisor: Dr. Mary Beth Allen

Michelle Wynne
B.A., East Stroudsburg University of Pennsylvania, 2012
Advisor: Dr. Mary Beth Allen

Special Education

Stacie Ann Ammerman
B.S., East Stroudsburg University of Pennsylvania, 1999
Advisor: Dr. Gina Scala

Katielynn Elizabeth Bowers
B.S., East Stroudsburg University of Pennsylvania, 2006
Advisor: Dr. Gina Scala

April M. Clark
B.S., East Stroudsburg University of Pennsylvania, 2016
Advisor: Dr. Gina Scala

Amiyana A.G. Crew
B.A., East Stroudsburg University of Pennsylvania, 2019
Advisor: Dr. Gina Scala

Morgan Elizabeth Fontana
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Gina Scala

Vanessa Geedy
B.A., Shippensburg University of Pennsylvania, 2021
Advisor: Dr. Gina Scala

Seth Robert Gordon
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Gina Scala

Edward James Lynett
B.S., Fordham University, 1992
Advisor: Dr. Gina Scala

Erin Elizabeth McCormick
B.S., Shippensburg University of Pennsylvania, 2020
Advisor: Dr. Gina Scala

Lori A. McCusker
B.S., East Stroudsburg University of Pennsylvania, 2010
Advisor: Dr. Gina Scala

Leslie Moyer
B.A., Long Island University: CW Post Campus, 1993
Advisor: Dr. Gina Scala

Dylan C. Nace
B.S., East Stroudsburg University of Pennsylvania, 2019
Advisor: Dr. Gina Scala

Danielle Naughton
B.S., East Stroudsburg University of Pennsylvania, 2012
Advisor: Dr. Gina Scala

Kristin Perez
B.S., East Stroudsburg University of Pennsylvania, 2002
Advisor: Dr. Gina Scala

Jacqueline Reddick
B.S., East Stroudsburg University of Pennsylvania, 2018
Advisor: Dr. Gina Scala

Taryn Scott
B.S., East Stroudsburg University of Pennsylvania, 2019
Advisor: Dr. Gina Scala

Sydney M. Slone
B.A., Arcadia University, 2020
Advisor: Dr. Gina Scala

COLLEGE OF HEALTH SCIENCES

MASTER OF PUBLIC HEALTH

Natalie Duah
B.S., East Stroudsburg University of Pennsylvania, 2018
Advisor: Dr. Clare Lenhart

Kamya Lashae Unique Edmonds
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Clare Lenhart

Lesly Estil
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Clare Lenhart

Hulda Apiyo Onyore
B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. Clare Lenhart

Brienn Seaman
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Clare Lenhart

Christina N. Smith
B.S., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. Clare Lenhart

Francis Wiafe-Amoako
B.S., University of Cape Coast, 1994
Advisor: Dr. Clare Lenhart

MASTER OF SCIENCE

Athletic Training

Mallory Paige Burns
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Nicole Carter
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Angeliz Joanne Cedeno
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Tyler Christian
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Matthew Nicholas Cinelli
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Jacqueline Cividanes
B.S., William Paterson University of New Jersey, 2013
Advisor: Dr. Gerard Rozea

Jessica Taylor Colletto
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Keith Vanic

William Cook
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Nicole Marie Costantini
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Guilherme de Oliveira Griza
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Erin Riley DelPierre
B.S., Bloomsburg University of Pennsylvania, 2022
Advisor: Dr. Keith Vanic

Chad Charles Dorst II
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Keith Vanic

Danielle Nicole Giamanco
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Kara Marie Graziano
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Yuri Sky Hernandez
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Andrea M. Jackson
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Kira Eve Kester
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Keith Vanic

Genna Marie Longaker
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Imani McQueen
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Keith Vanic

Victoria Nevels
B.S., Tennessee State University, 2022
Advisor: Dr. Keith Vanic

Yu Oshima
B.S., Ritsumeikan University, 2023
Advisor: Dr. Keith Vanic

Taylor Richards
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Colin Tye
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Keith Vanic

Joseph Valencia
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Tamara E. Wright
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Gerard Rozea

Clinical Exercise Physiology

Khalid Saud Alharbi
B.A., Majmaa University, 2016
Advisor: Dr. Chad Witmer

Aaron Castillo
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Claire Elizabeth Courter
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Camden Antoine Gordon
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Kaylee J. King
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Nicholas LaBianca
B.S., Slippery Rock University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Macy Elizabeth Rushall
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Hasandeep Singh Sandhu
B.S., Townson University, 2022
Advisor: Dr. Chad Witmer

Parth Ketan Shah
B.S., Kean University, 2021
Advisor: Dr. Chad Witmer

Andrew Joseph Vega
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Emma Marie Wenger
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Nicole Maria Younger
B.S., SUNY Cortland, 2023
Advisor: Dr. Chad Witmer

Communication Sciences and Disorders

Hannah Marie Bruce
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Alexa Pilar Cerda
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Emily L. Clapp
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Alyssa Mae Day
B.S., California University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Angela Elzind
B.A., Kean University, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Karen Vannessa Fernandez
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Kayla Friend
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Cameron Elizabeth Hughes
B.S., Texas Tech University, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Rebecca Kugle
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Gianna Marie LeDuc
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Dalina C. Lehman
B.S., California University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Jada B. Leight
B.S., Lehigh University, 2015
Advisor: Dr. LuAnn Batson-Magnuson

Davianny Martinez
B.S., California University of Pennsylvania, 2020
Advisor: Dr. LuAnn Batson-Magnuson

Jack Melquist
B.A., East Stroudsburg University of Pennsylvania, 2020
Advisor: Dr. LuAnn Batson-Magnuson

Ashlynn Mixa
B.S., Bloomsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Caraline Rose O'Donnell
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Sophia S. Poker
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Katelyn Lovell Smith
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Elizabeth Velez
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Kristin Volavka
B.S., William Patterson University, 2022
Dr. LuAnn Batson-Magnuson

Hailey Voltaggio
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Gabrielle Sophie Watson
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Abby Marie Wrenfrow
B.S., Bloomsburg University of Pennsylvania, 2022
Advisor: Dr. LuAnn Batson-Magnuson

Exercise Science

Carly Elizabeth Beaver
B.S., Messiah University, 2023
Advisor: Dr. Chad Witmer

Claire Marie Choloux
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Evan Peter deCone
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Steven Matthew Dixon
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Marianne Enriquez
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Brianna O. Hidalgo
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Alexei King
B.S., Misericordia University, 2023
Advisor: Dr. Chad Witmer

Matthew Thomas Marcell
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Jacob Molnar
B.S., Bloomsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Angelina E. Monti
B.S., Stockton University, 2023
Advisor: Dr. Chad Witmer

William Daniel Munson
B.S., Bloomsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Kevin Austin Nice
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Chase James Nowak
B.S., East Stroudsburg University of Pennsylvania, 2021
Advisor: Dr. Chad Witmer

Elaina Marie Ohlson
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Lia Rose Parker
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Francisco W. Rosario
B.S., East Stroudsburg University of Pennsylvania, 2022
Advisor: Dr. Chad Witmer

Morgan Sara Schoy
B.S., East Stroudsburg University of Pennsylvania, 2023
Advisor: Dr. Chad Witmer

Health Education

Emma Balogun

B.Sc., Queen's University Belfast (Northern Ireland), 2001

Advisor: Dr. Kelly Boyd

John Davenport

B.S., Liberty University, 2018

Advisor: Dr. Kelly Boyd

Hunter S. Glashoff

B.S., SUNY Cortland, 2017

Advisor: Dr. Kelly Boyd

Theresa Jelalian

B.S., SUNY Cortland, 2018

Advisor: Dr. Kelly Boyd

Daniel A. Knappenberger

B.A., The Pennsylvania State University, 2011

Advisor: Dr. Kelly Boyd

Kaitlin Rose Lightner

B.S., Mercyhurst University, 2022

Advisor: Dr. Kelly Boyd

Brianna McCabe

B.S., West Chester University of Pennsylvania, 2020

Advisor: Dr. Kelly Boyd

Steven Marc Berman Waxman

B.S., East Stroudsburg University of Pennsylvania, 2020

Advisor: Dr. Kelly Boyd

Joelle Wysong

B.S., Lock Haven University of Pennsylvania, 2018

Advisor: Dr. Kelly Boyd

Mitchell C. Yanik

B.A., SUNY Cortland, 2013

Advisor: Dr. Kelly Boyd

Please note that every attempt has been made to include all graduates' names in the Commencement program by the production deadline. We apologize for any omissions or errors.

Graduation is contingent upon completion of all requirements.

Thank you to all of the ESU staff and faculty who have contributed to this spring's commencement ceremonies.

Tonight's graduates are now ESU alumni!

Follow the ESU Alumni Association on Facebook at East Stroudsburg University Alumni Association and on Instagram @esualumni.

Recognition of Post-Baccalaureate Certification Students

East Stroudsburg University and Graduate and Extended Studies are pleased to recognize the following students who have completed coursework and submitted documentation for specific Pennsylvania Department of Education instructional, specialist, and supervisor certificates.

Biology 7-12

Monica L. Hughes

Chemistry 7-12

Manjuli M. Gupta

Early Childhood Education PK-4

Samantha Lowery

Danielle M. Nightlinger

Educational Specialist I Instructional Technology Specialist PK-12

Jacob G. Becker

Kelley F. Taylor

Rebecca A. Tucker

Educational Specialist I School Speech & Language Pathologist PK-12

Nicolette J. Abbriano

Kelly A. Benco

Marissa A. Bergmann

Caitria Bowen

Eliana E. Casqueira

Amanda J. Fine

Carly A. Fischer

Caitlin D. Gault

Daphne B. Gilchrest

Dayna L. Greiner

Mickayla L. Grow

Mallory A. Johnson

Julia G. Kutz

Elizabeth R. Larregui

Kayla Palmer

Natalie A. Wieczorek

Endorsement Online Instruction Program PK-12

Kelsey R. Nagy

Krystine M. Thompson

Lauren M. Wysocki

English 7-12

Cassandra L. Baran

Vanessa A. Hall

Letter of Eligibility – Superintendent PK-12

Benita S. Draper

David O. Hoffman

Vivian Robledo

Mathematics 7-12

Carina F. Cohen

Curtis A. Reigle

Ellen N. Spain

Physics 7-12

Benjamin L. Horowitz

Principal PK-12

Jessica A. Diana

Melanie A. Kobela

Amber L. Krisukas

Alison Newman

Justin R. Tice

Program Specialist – English as a Second Language (ESL) PK-12

Ying-Fang H. Jeffers

Diane M. Krogstad

Jennifer L. Milasch-McIntyre

Reading Specialist PK-12

Stephanie A. Chlebove-Hartrick

Lisa M. Collier

Tyler M. Dalton

Melissa Ejik

Melissa Emberger

Andrea M. Hower

Dana M. Niemotka

Lauren M. Picketts

Ali N. Rosenberger

Alicia J. Shaffer

Amanda M. Tini

Tanya C. Vasquez

Social Studies 7-12

Killen T. Conaty

Nikolaos Kontos

Adam R. Manzoni

Danielle A. Romanow

Special Education PK-12

Devin Ahearn

Meghan E. Barr

Kayla M. Cunningham

Thomas J. DiFeo

Michal L. Fletcher

Katherine E. Gibbons

Seth R. Gordon

Ann M. Janders

Edward J. Lynett

Patrick W. Millar

Jessica L. Wall

Rebecca L. Woodward

Speech & Language Impaired PK-12

Nora A. Ahmed

Caitlyn G. Blake

Annette S. Bon Lore

Obiozo Chukwuma

Julia E. DeMarco

Jennifer M. Estright

Daphne B. Gilchrest

Jillian M. Hein

Julia G. Kutz

Miranda D. Lacagnina

Megan H. Moran

Carli N. Roeder

Joseph Scioscio

Jessie L. Stavrou

Supervisory Special Education PK-12

Clifford J. Castoral

Debra L. Donegan

Margaret A. Giacalone

Raberta Y. Hans

Kelly A. Hixon

Avery M. Hower

Carmen E. Solt

Graduate Scholarships for 2023-24

DR. ELI BERMAN ENDOWED SCHOLARSHIP I & II

Recipient: Alexander A. Andersen

Dr. Eli Berman is a retired ESU professor of exercise science. He spent a large part of his career as a cardiologist and internal medicine specialist in practice with Medical Associates of Monroe County in East Stroudsburg, Pennsylvania. This scholarship is awarded to two clinical exercise physiology students each spring.

DR. JEFFREY and MRS. AUDREY WEBER ENDOWED SCHOLARSHIP

Recipient: Jessica E. Null

Established in the names of Dr. Jeffrey and Mrs. Audrey Weber, recipients must be enrolled in either the Political Science or History master's degree program. The award will alternate between these two majors. Selected by the ESU Scholarship Committee.

DR. LEROY J. KOEHLER GRADUATE STUDENT SCHOLARSHIP

Recipient: Recipient: Katie L. Coyne

Leroy J. Koehler was a long-time member of the Social Studies faculty at East Stroudsburg State Teachers College. He served as President of the College from 1956 to 1968, during which time the institution's name was changed to East Stroudsburg State College. The scholarship is awarded each spring for the following academic year. This year's recipient is a graduate student in the sport management program.

GEORGE D. '58 and HARRIET D. '56 HALL GRADUATE ENDOWED AND ANNUAL SCHOLARSHIP

Recipient: Danielle N. Nightlinger

George D. Hall is an alumnus, Class of 1958 and his wife, Harriet Davis Hall is an alumna, Class of 1956. They met and married while attending East Stroudsburg State Teachers College and went on to careers in teaching. The Halls ultimately retired from the education faculty at Western Connecticut State University and currently reside in Sun City Center, Florida. The scholarship is awarded each fall for the following spring semester. Recipients must hold a baccalaureate degree with certification in elementary education and currently be pursuing a master's degree in elementary education.

JAMES C. RUTHERFORD, JR. '09 BIOLOGY GRADUATE ENDOWED SCHOLARSHIP

Recipient: Samuel D. Does

The scholarship was established by James and Lael Rutherford in memory of their son, James C. Rutherford, Jr., Class of 2009. Recipients are selected by the East Stroudsburg University Biology Department Scholarship Committee. Preference is given to students who are working on their thesis or research project. Recipients are highly encouraged to present their findings at a biological conference. The scholarship is awarded to a biology graduate student each academic year.

RYAN J. YANOSHAK M'05 ANNUAL SCHOLARSHIP

Recipient: Jaco O. Sattamini

Established in memory of Ryan J. Yanoshak M'05, recipients must be graduate students majoring in Sport Management. Preference will be given to graduate students interning in the ESU Sports Information Department. If there is no intern for Sports Information the award will be made to a worthy graduate student majoring in Sport Management who has demonstrated an interest in sports, media or sports management. The scholarship is renewable as long as funding is available and the recipient continues to meet the criteria. Selected by the ESU Sport Management Department Scholarship Committee.

Pennsylvania State System of Higher Education

Daniel Greenstein, *Chancellor*

Board of Governors

Cynthia D. Shapira, Ed.D., *Chair*
David M. Maser, *Vice Chair*
Samuel H. Smith, *Vice Chair*
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Alma Mater, thy halls so majestically stand
In the midst of a landscape unique,
Through the seasons we toil with our bodies and minds
In pursuit of the wisdom we seek.
A mystical charm binds thy children to thee,
Each incoming class feels its spell;
Those who leave thee regretful thy beauties recall,
Which deep in their memories dwell.

(Patrick Conny, 1912)

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